

Appointment of

Permanent

Full time

Deputy Head (Pastoral)

For 1 September 2023 or 1 January 2024



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# Working at Godolphin and Latymer

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Godolphin and Latymer is one of the country's leading independent day schools for girls. Founded in 1905, it has been both a state grammar school and an independent school in its 117 years. Located in Hammersmith, West London, close to the exciting cultural life of the capital, the school is a dynamic and energetic community of 800 girls, together with approximately 150 teaching and support staff. There are approximately 220 girls in the Sixth Form, studying for both the IB and A levels. Hammersmith itself is very conveniently situated less than 20 minutes from central London, sitting on a beautiful stretch of the River Thames and with plenty to offer, including several fine restaurants and two of London's best theatres.

Godolphin and Latymer is an academically selective school and our girls are bright, enthusiastic and inquisitive. They love learning and are increasingly demonstrating their ability to be creative and critical thinkers, keen to solve problems using their own intellectual resources. Teaching here is a most rewarding experience. Girls are motivated and engaged in their learning. Our harmonious community is socially, culturally and ethnically diverse, indicative of the cosmopolitan world of West London. Our catchment area is relatively wide, encompassing all areas of West London, plus a number of areas further afield from which girls are able to commute easily to Hammersmith because of its excellent transport links. (We are a couple of minutes from each of Hammersmith's tube stations and its bus station.) Relationships between girls and all staff are superb and we place great significance on valuing the individual and expecting the highest of standards in all that we do. The school is governed by principles of mutual respect, tolerance and consideration for others. Girls are very supportive of each other, sensitive and aware of others' needs and proud of their school and its ethos and history. A fine example of this is the extensive support given to our Bursary Fund by all sections of the school community, present and past.

Pastoral care and working collaboratively with parents is fundamental to the success of our girls. We value good communication between all sections of our community and try to be proactive in keeping up to date all who are involved with the school. The school plays a key role in the local area; girls take part in voluntary work schemes with many local businesses and institutions. We run a number of community events including; a public lecture series, the annual arts festival, monthly tea parties for the local elderly, and the weekly Ancient World Breakfast Club.

The school's facilities are excellent and the governors are aware of the need to ensure that such standards are maintained. Our sports facilities include a full-size all-weather hockey pitch and three netball courts, which convert into twelve tennis courts during the summer term, all of which are floodlit, and the Hampton Sports and Fitness Centre (new and purpose-built for September 2015), which contains a four court sports hall, a climbing wall, a dance studio and a fitness suite. Our performing arts centre, the Bishop Centre, housed in the imaginatively converted church of St John the Evangelist, together with the Rudland Music School, is also a recent example of the investment that is crucial to the school's continued development. Teaching and learning resources are plentiful and the use of ICT to facilitate learning is at the forefront of our current strategy. iPads are used by the girls in learning and all teaching staff are given iPads. The school aims to be forward-looking in its approach to teaching and learning and emphasis is placed on pedagogical development amongst all teaching staff.

Extra and super curricular activities play a fundamental part in the education we offer here. All staff play a full part in this aspect of our school's life, with numerous opportunities to lead activities, and to develop interests old and new, in school and on visits both in the UK and abroad. Girls are active participants in this programme, both as leaders and contributors, as well as benefiting from the extensive variety of the provision.

In September 2020, the Godolphin and Latymer School Foundation merged with Redcliffe School Trust, a co-educational Preparatory School in Chelsea. The Preparatory School is now known as Godolphin and Latymer Redcliffe Gardens School.

### **Why work at Godolphin and Latymer?**

The staff are thoroughly professional, highly qualified and knowledgeable, enthusiastic and passionate about their own subjects, as well as understanding the importance of the breadth of the educational experience that we provide.

The school is characterised by a warm and welcoming atmosphere and a mutually supportive approach. Expectations of staff are high, but equally, personal workloads are carefully considered by the supportive leadership team. There are plenty of opportunities for further appropriate professional development and a generous inset budget is provided. Support staff and teaching staff are valued equally for their part in the overall success of the school and there is a strong sense of camaraderie and fun!

The governors are keen to ensure that staff remuneration is always competitive and that staff are fairly rewarded for their commitment to the school

Staff turnover is relatively low, indicating a stable staff, yet we also pride ourselves on the welcome and support that we give to new colleagues and we very much value their ideas and contributions. People enjoy working here!

# Your professional duties

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## **Your professional duties**

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment and responsibility.

All staff working in the School during the school day will have contact with children and will therefore be in regulated activity. As a teaching member of staff you will be working directly with, and be responsible for, the children that you teach. You are also likely to have contact with other pupils on a regular basis which may include specific pastoral or other responsibilities for pupils whom you do not teach.

You are expected to act in accordance with the aims, policies and administrative procedures of the School.

The following duties shall be deemed to be included in the professional duties which you will be required to perform:

### **Teaching**

Planning and preparing courses and lessons.

Teaching, according to their educational need, the pupils assigned to you; setting and marking work (including examinations) to be carried out by the pupils in School or elsewhere.

Assessing, recording and reporting on the development, progress and attainment of pupils.

### **Other activities**

Promoting the general progress and well being of individual pupils and of any class or group of pupils assigned to you.

Providing guidance and advice to pupils on educational and social matters.

Making records and reports on the personal and social needs of the pupils.

Communicating and consulting with the parents of pupils.

Communicating and co-operating with persons or bodies outside the School.

Participating in meetings arranged for any of the purposes described above.

Accompanying pupils on visits away from the School.

Participating in the extra-curricular programme.

### **Assessment and reports**

Providing or contributing oral and written assessments, reports and references relating to individual pupils and groups of pupils.

### **Appraisal**

Participating in any arrangements that may be made for teacher review.

## **Further training and development**

Reviewing from time to time your methods of teaching and programme of work.

Participating in arrangements for your professional development.

## **Educational methods**

Advising and co-operating with the Head and other teachers (or any one or more of them) on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment of pastoral arrangements.

## **Child protection, discipline, health and safety**

Promoting and safeguarding the welfare of children and young persons for whom you are responsible and with whom you come into contact.

Maintaining good order and discipline among the pupils and safeguarding their health and safety both when they are on the School premises and when they are engaged in authorised school activities elsewhere.

## **Staff meetings**

Participating in meetings at the School which relate to the curriculum for the School or the administration or organisation of the School, including pastoral arrangements.

## **Public examinations**

Participating in arrangements for preparing pupils for and supervising them during public examinations and providing assessments.

## **Administration**

Participating in administrative and organisational tasks related to such duties as are described above, including the management or supervision of persons providing support for the teachers in the School and the ordering and allocation of equipment and materials.

Attending assemblies, registering the attendance of pupils and supervising pupils, whether these duties are to be performed before, during or after School sessions.

## **Flexibility**

You may be required to undertake such other reasonable duties from time to time as the School may reasonably require.

## **Management**

Contributing to the selection for appointment and professional development of other teachers and non-teaching staff, including the induction and assessment of new and probationary teachers.

Co-ordinating or managing the work of other teachers.

Taking such part as may be required in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the School.

## Job description - Deputy Head (Pastoral)

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The Deputy Head (Pastoral) is responsible for the overall quality of pastoral care provided to all students. They oversee all elements of pastoral education within the School, including responsibility for the provision of a high quality, stimulating and stretching pastoral curriculum. The Deputy Head (Pastoral) should ensure that student voice is harnessed effectively in relation to a range of pastoral matters such as the development of the PSHE curriculum. They oversee the handling of communication with parents about pastoral matters and they should ensure that the Head and other senior colleagues as appropriate are kept informed about these issues. The Deputy Head (Pastoral) should ensure mechanisms are in place for close and effective communication with the Senior Deputy Head (Academic) and they should be committed to the continued close alignment between the academic and pastoral sides of school life. They should also work carefully to ensure that the pastoral team's work is underpinned by a unified and shared vision around the School's approach to pastoral care. The Deputy Head (Pastoral) has oversight of the School's reward and conduct system. The Deputy Head (Pastoral) line manages the Heads of Section (not Sixth Form, although they work closely with this post-holder), the School Counsellors, the medical team and one or more Heads of Department.

The Deputy Head (Pastoral) is responsible to the Head.

The Deputy Head will teach a reduced timetable in their specialist subject.

The Deputy Head (Pastoral) carries significant delegated responsibility and will take independent management decisions as appropriate. Specific responsibilities will include:

- Oversight of aspects of the pastoral care and pupil well-being in the school, including being Deputy Designated Safeguarding Lead. Jointly with the DSL, ensure all relevant staff training is up-to-date for safeguarding issues.
- Maintaining and building good relationships with all those involved in the development of pastoral care including parents, staff and external individuals and institutions.
- Responsible for making significant contributions to the development of key strategic decisions such as the definition of annual whole school priorities.
- Maintaining and strengthening strategies that lead to good behaviour and high performance by pupils.
- Developing strategies for maintaining high standards of pupils' physical and mental well-being.
- Deputising for the Head in the absence of the Head and Senior Deputy Head.
- Deputy Chairman of PTFA.
- In attendance at Governing Body Meetings, including any Committees as required, and making a significant contribution in reporting to Governors.
- Chairman of the School Council. With the Director of Sixth Form, share responsibility for the student-led Diversity Committee.
- Responsible for ensuring that the School's pastoral provision is fully compliant with ISI regulations and standards, as well as making sure that preparation for ISI inspections is thorough.
- Oversight of relevant sections of the school self-evaluation form for inspection, the Staff Handbook and of relevant policies, as well as oversight of pastoral work in relation to whole school priorities.
- Line manager for Heads of Sections (not Sixth Form), medical team, School Counsellors, and one or more HoDs.

- Jointly with the Senior Deputy Head (Academic) to continue to develop and strengthen systems for effective monitoring of pupil progress with a particular emphasis on liaison with and leadership of the pastoral teams.
- Ensuring that the pastoral teams and the form time and PSHE programme are sufficiently stimulating and stretching for the students as well as fulfilling all statutory requirements.
- Keeping the bullying log and serious incident log up to date.
- Maintaining records of pupil searches.
- Oversight of and response to absence requests.
- References for girls in Years 7 – 11 who are applying to other schools.
- Oversight of the School's partnership with Kensington Aldridge Academy.
- Jointly with the Senior Deputy, maintain records of parental complaints and their resolution, ensuring that any implications for safeguarding and other pastoral concerns are fully noted, and that trends are monitored.

No job description is entirely comprehensive and, as in any senior role, other duties will arise regularly. The specific responsibilities described here will be kept under review.



# Job description - Senior Team

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## **Role and Responsibilities**

No job description is entirely comprehensive and other duties may arise from time to time. The specific responsibilities described here will be kept under annual review.

The following list, drawn from ASCL guidelines, attempts to provide an outline of the responsibilities, skills and qualities required of all members of the senior team, regardless of their individual areas of responsibility.

## **Shaping the Future**

### Knowledge:

- Awareness of local, national and global trends;
- Helping to build, communicate and implement a shared vision;
- Contribution to strategic planning process;
- Awareness of new technologies, their use and impact;
- Helping to lead change;
- Creative and innovative skills.

### Professional Qualities

#### Commitment to:

- Collaborative school vision of excellence and equity (high standards/expectations for all pupils);
- Helping to set and achieve challenging and ambitious targets;
- Inclusion.

#### Ability to:

- Think strategically;
- Inspire, challenge, motivate and empower others;
- Model the values and vision of the school (actively promote ethos).

## **Leading, Learning & Teaching**

### Knowledge

- Strategies for raising achievement and achieving excellence;
- Use of new and emerging technologies to support teaching and learning;
- Inclusion strategies;
- Impact of behaviour/attendance on learning and educational progress;
- Assessment/reporting;
- Models of teaching and learning (including organisation and learning styles);
- Principles of effective teaching and learning (lesson observation);
- Line management responsibilities (performance management);
- School self-evaluation (monitoring and evaluation);
- Strategies for developing effective teachers;
- Curriculum design and management (overall; broad and balanced);

- Oversight of, e.g., cover or examinations;
- Data collection tools and analysis (comparative performance, prior attainment, targets etc.).

### Professional Qualities

Commitment to:

- Raising standards for all in pursuit of excellence;
- The entitlement of all pupils to effective teaching and learning;
- Personalised learning.

Ability to:

- Demonstrate personal enthusiasm for learning process;
- Demonstrate the principles and practice of effective teaching and learning;
- Challenge poor performance;
- Develop relevant strategies for improved performance.

### **Developing self and working with others**

#### Knowledge

- Awareness of significance of interpersonal relationships and models of CPD;
- Strategies to promote individual and team development;
- The inter-connection between managing performance, CPD and sustained school improvement;

### Professional Qualities

Commitment to:

- Effective working relationships;
- Shared leadership;
- Effective team working;
- Effective performance management (ensuring that team leaders are properly accountable for the performance of their team members).
- CPD for self and others;
- Training role;
- Participation in staff selection.

Ability to:

- Foster an open, equitable culture and manage conflict;
- Develop, empower and sustain individuals and teams;
- Collaborate and network within and beyond the school;
- Give and receive effective feedback and act to improve personal performance.

### **Managing the Organisation**

#### Knowledge

- Models of organisations and principles of organisational development;
- Principles and models of self-evaluation;
- Principles and strategies of school improvement;

- Earned autonomy;
- Implementation of change;
- Policy creation;
- Informed decision-making;
- Performance management;
- Legal issues;
- Strategic financial planning.

### Professional Qualities

Commitment to:

- Distributed leadership and management;
- Contribution to school policies;
- Strengthening the school's organisational capacity;
- Development of a safe, secure and healthy environment.

Ability to:

- Establish and sustain appropriate structures and systems;
- Manage school effectively and efficiently on a daily basis;
- Delegate;
- Prioritise, plan and organise self and others;
- Making high quality judgements and decisions;
- Think creatively to anticipate and solve problems.

### **Securing Accountability**

#### Knowledge

- Statutory educational frameworks;
- Self-evaluation and multi-agency working;
- Use of range of evidence/data to support, monitor, evaluate and improve performance;
- Principles and practice of quality assurance systems.

### Professional Qualities

Commitment to:

- Principles and practice of school self-evaluation;
- Individual, team and whole-school accountability for pupil learning outcomes;
- The school working effectively towards the academic, spiritual, moral, social, emotional and cultural development of pupils.

Ability to:

- Engage the whole community in systematic and rigorous self-evaluation;
- Demonstrate political insight;
- Analyse data to understand the strengths and weaknesses of the school;
- Combine outcomes of regular school self-review with external evaluations to develop the school.

## **Strengthening Community**

### Knowledge

- Current issues and future trends that impact on the school community;
- The rich and diverse resources within local communities – both human and physical;
- The wider curriculum beyond school and the opportunities it provides for pupils and the school community;
- Models of school, home, community and business partnerships;
- The work of other agencies and opportunities for collaboration;
- Strategies which encourage parents and carers to support their children's learning;
- The strengths, capabilities and objectives of other schools.

### Professional Qualities

Commitment to:

- Effective team work within the school and with external partners;
- Working with other agencies for the well-being of all pupils and their families;
- Involvement of parents and the community in supporting the learning of children and in defining and realising the school vision;
- Collaboration and networking with other schools to improve outcomes.

Ability to:

- Recognise and take account of the richness and diversity of the school's communities;
- Engage in a dialogue which builds partnerships and community consensus on values, beliefs and shared responsibilities;
- Listen to, reflect and act on community feedback;
- Build and maintain effective relationships with parents, carers, partners and the community that enhance the education of all pupils.

# Job description – Designated Safeguarding Lead

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## Responsibilities

The Designated Safeguarding Lead's responsibilities are stated in full in Annex B to statutory guidance *Keeping Children Safe in Education* as amended from time to time.

The Deputy Designated Safeguarding Lead is responsible for carrying out this role when the Designated Safeguarding Lead is not available.

The main responsibilities of the Designated Safeguarding Lead are:

- To take lead responsibility for safeguarding and child protection, including online safety, in the School (this lead responsibility cannot be delegated).
- **Manage referrals**
  - Refer cases of suspected abuse to the local authority children's social care as required and/or support staff who make such referrals;
  - Refer cases to the Channel programme where there is a radicalisation concern as required and/or support staff who make such referrals;
  - Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
  - Refer cases where a crime may have been committed to the Police as required.
- **Work with others**
  - Act as a point of contact with the three safeguarding partners;
  - Liaise with the Head to inform her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
  - As required, liaise with the "case manager" (as per Part four of KCSIE) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
  - Liaise with staff (especially pastoral staff, school nurses, the IT Network Manager and the Individual Learning Coordinator) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and
  - Act as a source of support, advice and expertise for staff.
- **Undertake training**
  - Undertake training as required for the role, including Prevent awareness training, at least every two years in order to:
    - Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
    - have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
    - ensure that each member of staff has access to and understands the School's child protection policy and procedures, especially new and part time staff;
    - be alert to the specific needs of children in need, those with special educational needs and young carers;

- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation;
  - understand the importance of information sharing, both within the School and with the three safeguarding partners, other agencies, organisations and practitioners;
  - be able to keep detailed, accurate, secure written records of concerns and referrals;
  - understand and support the School with regards to the requirements of the Prevent duty and provide advice and support to staff on protecting children from the risk of radicalisation;
  - understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
  - recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident that they have the capability to support SEND children to stay safe online;
  - obtain access to resources and attend any relevant or refresher training courses; and
  - encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the School may put in place to protect them.
- Refresh knowledge and skills (e.g. via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, in order to understand and keep up with any developments relevant to the role.

- **Raise Awareness**

- Ensure that the School's child protection policies are known, understood and used appropriately;
- Ensure the School's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the Governing Body regarding this;
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the School in this;
- Link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements; and
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and the senior leadership team. For example: ensuring that school staff know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

- **Child protection file**

- Ensure that when children leave the School (including for in-year transfers) their child protection file is transferred to the new school or college as soon as possible. This

should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

- In addition to the child protection file, consider whether it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

- **Availability**

- Always be available (during school hours), or ensure that a deputy DSL is available, for staff in the School to discuss any safeguarding concerns.
- Arrange adequate and appropriate cover for any activities outside school hours.

## Person specification

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	<b>Essential</b>	<b>Desirable</b>	<b>Method of assessment</b>
<b>Education / qualifications</b>	<ul style="list-style-type: none"> <li>To have an excellent academic track record with a good honours degree in an appropriate subject. Subject specialism is not important but the subject does need to be one which is part of our current curriculum. The successful candidate will be expected to teach a 15% timetable</li> </ul>	<ul style="list-style-type: none"> <li>To have a teaching qualification or to be undertaking a teaching qualification</li> </ul>	<ul style="list-style-type: none"> <li>Application form</li> <li>Appropriate certificates</li> <li>References</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>Significant experience of leadership of others within an educational environment</li> <li>Experience of pastoral middle leadership</li> <li>Experience of teaching at secondary level including GCSE and A Level and/or IB</li> </ul>		<ul style="list-style-type: none"> <li>Application form</li> <li>References</li> <li>Interviews</li> </ul>
<b>Skills and abilities</b>	<ul style="list-style-type: none"> <li>To be able to inspire, motivate and lead others</li> <li>To be an outstanding teacher</li> <li>To be an excellent communicator, orally and in writing, with girls, parents and other staff</li> <li>To have excellent time management skills</li> <li>To be well-organised</li> <li>To be discreet and adhere to confidentiality</li> <li>To have excellent interpersonal skills</li> <li>To be able to use ICT appropriately to suit the needs of the role</li> </ul>	<ul style="list-style-type: none"> <li>To be familiar with the use of iPads to enhance pupils' learning</li> </ul>	<ul style="list-style-type: none"> <li>Application form</li> <li>Interview</li> <li>References</li> </ul>
<b>Personal qualities / behaviours / attitude</b>	<ul style="list-style-type: none"> <li>Commitment to safeguarding and promoting the welfare of pupils</li> <li>Motivation to work with young people</li> <li>Ability to form and maintain appropriate relationships and personal boundaries with young people</li> <li>Emotional resilience</li> <li>To have a positive and optimistic attitude</li> <li>To be flexible and adaptable</li> <li>To be approachable and a good listener</li> <li>To be genuinely interested in each girl as an individual</li> <li>To be able to offer guidance and advice to girls, parents and staff</li> <li>To have faith in one's convictions</li> <li>To be able to contribute to the extra-curricular activities of the school</li> <li>A keen interest in the School as a whole</li> </ul>		<ul style="list-style-type: none"> <li>Application form</li> <li>References</li> <li>Interview</li> </ul>
<b>Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>Understanding of the role of school leaders in a 21st century school</li> </ul>		<ul style="list-style-type: none"> <li>Application form</li> <li>References</li> <li>Interview</li> </ul>



## Salary, hours and benefits

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The salary will be commensurate with the responsibility of this post. The Governors review salaries each year to ensure they remain competitive. Salaries are paid by account transfer on the 25th day of each month, or the previous working day, in twelve equal payments.

### **Hours**

Teaching staff are expected to be in School for 8.25am and the school day ends at 4.00pm (3.05pm on Fridays). However, hours are as required to fulfil the duties of this role both before and after school hours.

### **Benefits include:**

*Staff Accommodation* – this may be available for new staff in a local six-unit property.

*iPads* – all teaching staff are given iPads for their teaching and assessment.

*Longer holidays than the maintained sector.*

*Staff Fee Remission* – staff are eligible for fee remission. The continuance and value of the school fee remission is at the discretion of the Governors.

*Medical staff on site* – during term time, the School employs two School Nurses and two School Counsellors providing daily cover. All medical staff are available to employees of the School.

*Enhanced sick and maternity/paternity pay arrangements* – the school offers additional support to staff via its sick and family friendly policies.

*Membership of the Teachers' Superannuation Scheme* - teachers are automatically enrolled into the Teachers' superannuation scheme.

*Personal Accident Insurance* – staff are covered for permanent disability resulting from an accident, whether at School or elsewhere. Cover is provided for 365 days of the year.

*Private Medical Insurance* – membership of a private medical insurance scheme is available at a reduced rate.

*Advance purchase of travelcards with monthly repayments* – the School will pay for your travelcard (minimum three month card) and collect the repayments, at cost, over the life of the travelcard.

*Cyclescheme* – the School is part of the scheme which enables staff to purchase bicycles and equipment at a tax advantageous rate and pay for the equipment over 12 months.

*Lunches and Refreshments* – lunches and refreshments provided in the Staff Room and Staff Dining Room are provided by the School to all members of staff, free of charge.

*Fitness Facilities* – staff are able to use the fitness facilities in the Hampton Sports and Fitness Centre and the school's outdoor sports facilities.

*Staff wellbeing* – there is a selection of wellbeing sessions that staff can attend, including acupuncture massage, mindfulness, yoga, zumba, rock climbing and kickboxing.

*Income Protection Scheme* – which provides cover in case of long-term absence relating to illness  
- the cost of which is covered by the school.

*Private Medical Insurance* - the cost of which is covered by the school (as a taxable benefit).

# Application

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Please read the recruitment pack carefully, including the School's Safeguarding and Recruitment policies. Fully completed application forms should be returned to the Personnel Office at the School by post or by email to [recruitment@godolphinandlatymer.com](mailto:recruitment@godolphinandlatymer.com) by noon on the closing date.

Please note that applications must be made on the school's application form. Neither CVs alone nor late applications will be accepted.

The closing date for applications is **noon** on Wednesday 26 April 2023.

It is anticipated that first round interviews will take place during the week commencing Monday 1 May 2023.

## **Equal Opportunities**

It is the policy of The Godolphin and Latymer School to ensure that all job applicants are considered equally and consistently and that no applicant is treated unfairly on any grounds including race, colour, nationality, ethnic or national origin, religion or religious belief, sex or sexual orientation, marital or civil partner status, disability or age.

## **Safeguarding**

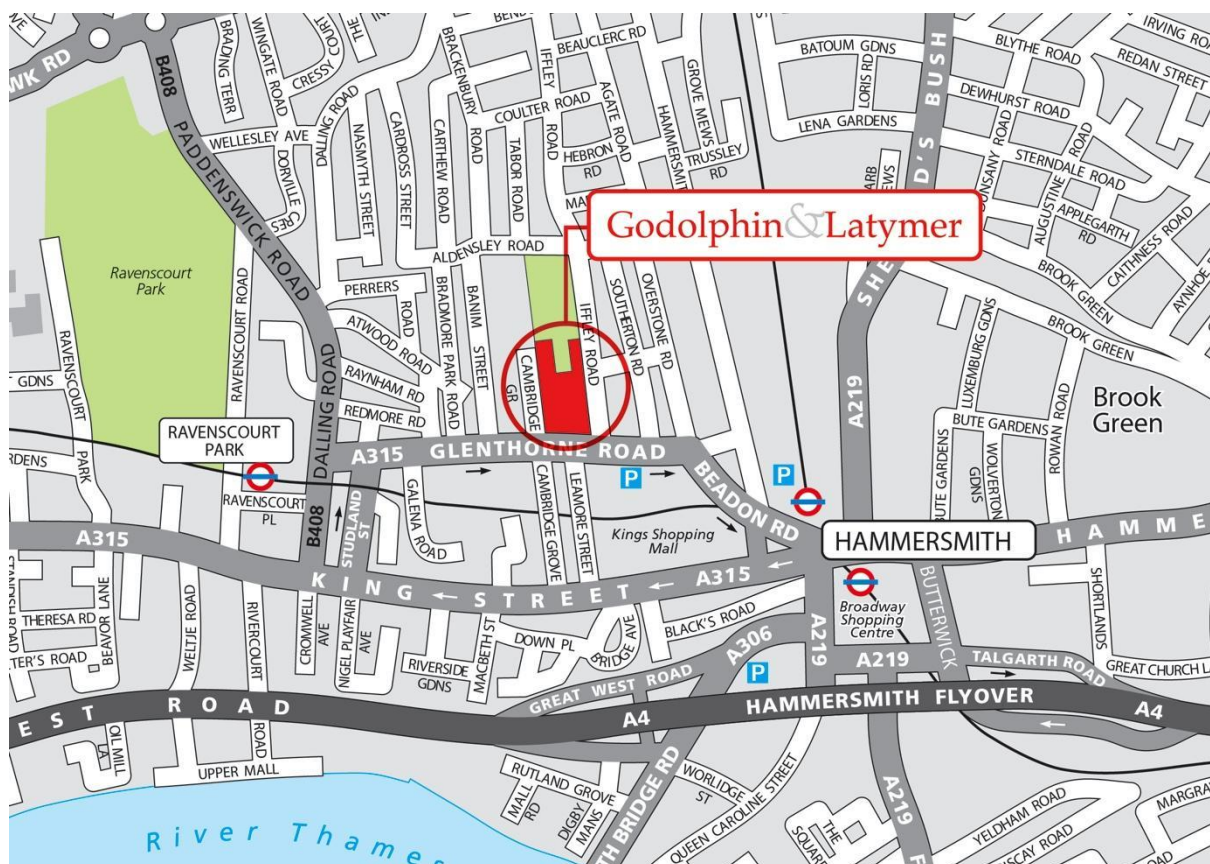
Candidates should be aware that all posts in the School involve some degree of responsibility for safeguarding children. The School is exempt from the Rehabilitation of Offenders Act 1974 and is therefore permitted to ask job applicants to declare all convictions, cautions, reprimands and final warnings (including those which would normally be considered 'spent') in order to assess their suitability to work with children. You are not required to disclose a caution or conviction for an offence committed in the United Kingdom if it has been filtered in accordance with the Disclosure and Barring Service filtering rules. The successful candidate will be required to complete a Disclosure & Barring Service application. References will be sought on short-listed candidates and we may approach previous employers for information to verify particular experience and qualifications. The successful candidate will also be required to provide original certificates of qualification and may be asked to undergo a medical examination prior to taking up the post.

## **Charitable status**

The Charity called The Godolphin and Latymer School (charity registration number 312699) is administered by The Godolphin and Latymer School Foundation, a charitable company limited by guarantee (Company number 3598439).

## Location

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### Nearest Underground Stations:

Hammersmith (District, Piccadilly, and Hammersmith & City Lines)  
Ravenscourt Park (District Line).

### Bus Routes

To Hammersmith Broadway:

9, 10, 27, 33, 72, 190, 209, 211, 220, 266, 283, 295, 391, 419

To Glenthorne Road: 27, 190, 266, 267, 391, H91

### By Car

There is a one-way system in Hammersmith.

From Hammersmith Broadway: turn left into King Street, take the second right into Cambridge Grove, turn right into Glenthorne Road and turn left into Iffley Road for the school.

### Car Parking

We regret that there is no car parking available in the school grounds, but there is a public car park (entrance in Glenthorne Road) only a few minutes from the school, which is inexpensive. There are a number of pay by phone parking bays available in the streets surrounding the school.

Please note that the entrance to the school and the staff car park is on Iffley Road.

### On Arrival

Please report to Security.

